

# What Works Clearinghouse

A trusted source of scientific evidence of what works in education.



*The What Works Clearinghouse (WWC) was established in September 2002 by the U.S. Department of Education's Institute of Education Sciences (IES) to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. The What Works Clearinghouse is administered through a contract to a joint venture of the American Institutes for Research and the Campbell Collaboration.*

## What We Do

The What Works Clearinghouse was created in response to the urgent need for a resource to provide evidence on what works in education to improve student outcomes. Currently, few resources exist to help education decision makers differentiate high-quality research from weaker research and promotional claims. As a decision-making tool, the WWC helps the education community locate and recognize credible and reliable evidence to make well-informed decisions.

The WWC aims to promote informed decision making through a set of easily accessible databases and user-friendly reports featured on its website ([www.whatworks.ed.gov](http://www.whatworks.ed.gov)). WWC Reports provide education consumers with ongoing, high-quality reviews of the effectiveness of replicable educational interventions (programs, products, practices, and policies).

The following areas of interest were selected as the WWC's initial topics through a systematic process that included suggestions from the public:

- **Adult Literacy**—Interventions for Increasing Adult Literacy
- **Character Education**—Character Education Interventions: Benefits for Character Traits, Behavioral, and Academic Outcomes
- **Delinquent, Disorderly, and Violent Behavior**—Interventions to Reduce Delinquent, Disorderly, and Violent Behavior in Middle and High Schools
- **Dropout Prevention**—Interventions for Preventing High School Dropout
- **English Language Learners**—Interventions for Elementary School English Language Learners: Increasing English Language Acquisition and Academic Achievement
- **Math**—Curriculum-Based Interventions for Increasing K-12 Achievement
- **Peer-Assisted Learning**—Peer-Assisted Learning Interventions in Elementary Schools: Reading, Mathematics, and Science Gains
- **Reading**—Interventions for Beginning Reading

## WWC Standards

The WWC has developed rigorous standards to examine and synthesize research on the effectiveness of educational interventions and offers reviews of the evidence on a continuous basis. The WWC Standards, available on the WWC website, were created with guidance from a Technical Advisory Group (TAG) of leading experts in research design, program evaluation, and research syntheses within and outside the field of education, and with extensive input from the education community. Dr. Larry V. Hedges, University of Chicago, chairs the TAG. Other members include:

- Dr. Betsy Jane Becker  
Michigan State University
- Dr. Edward H. Haertel  
Stanford University
- Dr. David Rindskopf  
City University of New York
- Dr. Jesse A. Berlin  
University of Pennsylvania
- Dr. Robert L. Linn  
University of Colorado at Boulder
- Dr. Cecilia E. Rouse  
Princeton University
- Dr. Douglas Carnine  
University of Oregon
- Dr. Mark W. Lipsey  
Vanderbilt University
- Dr. William R. Shadish  
University of California, Merced
- Dr. Thomas D. Cook  
Northwestern University
- Dr. David Myers  
Mathematica Policy Research
- Dr. David J. Francis  
University of Houston
- Dr. Andrew C. Porter  
Vanderbilt University

## Products and Services

The WWC evaluates the strength of the evidence of effectiveness for educational interventions. It does not endorse or rate any interventions nor does it conduct field studies. Rather, the WWC provides reports with a consistent rating system that provides a sense of how much one can rely on research study findings.

The WWC has a three-tiered reporting system that generates reports on the *study*, *intervention*, and *topic* level.

- *Study reports* are WWC reviews of individual studies of particular interventions. Two forms of study reports are available—a brief, non-technical version providing a quick snapshot of each study, and a detailed, technical version including an in-depth statistical analysis.
- *Intervention reports* build on individual study reports and summarize the strength of the evidence for all studies reviewed on a particular intervention and, when appropriate, provide statistical meta-analysis of the findings.
- *Topic reports* build on intervention reports, summarizing findings of all studies on all interventions relevant to a particular topic.

On a monthly basis, new WWC Reports are released to the public through the WWC website.

The WWC also provides a Registry of Outcome Evaluators, an online database of evaluators (individuals or organizations) who conduct research on the effects of replicable educational interventions. This resource is designed to help schools, school districts, and educational program developers identify potential evaluators to conduct studies on educational outcomes.

## For More Information

For more information about the WWC, visit us on the web at [www.whatworks.ed.gov](http://www.whatworks.ed.gov) or contact us at:

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To subscribe to *WWCUpdate*, the WWC's electronic news alert, visit the WWC website at [www.whatworks.ed.gov](http://www.whatworks.ed.gov).